INSIGHT & action

Faculty Research & Training Initiatives
Winter 2010

msass.case.edu
We are pleased to share with you a collection of stories about the scholarship, research, and training accomplishments of the faculty of the Mandel School of Applied Social Sciences at Case Western Reserve University. This report not only highlights a few of the many faculty research and training projects, but it also provides a summary of the goals and accomplishments of our five research and training centers. It also contains an update of recent faculty publications and research and training grants.

Overview of Faculty Research and Scholarship
The research and scholarship of our faculty is broad and comprehensive. In terms of populations studied, a life-span perspective ranging from prenatal development to the elderly is represented. This wide range can be seen in the stories about the work of professors Gilmore, Mahoney, Minnes, Munson, and Tracy that follow. The locus of faculty examinations range from individuals and families to communities, with the latter exemplified by the stories about the research of professors Coulton and Joseph.

Utilizing quantitative and qualitative methodologies, faculty members conduct varied types of studies, including survey research, tests of interventions, case studies, policy analyses, and program evaluations. These studies are often carried out with interdisciplinary teams of investigators as well as with the active involvement of community-based partners. In fact, the faculty of the Mandel School has a long history of partnerships with major social-welfare service delivery systems such as aging, child welfare, mental health and substance abuse, community development corporations, and municipal, county, and state governments.

NIH Funding
During this past year, faculty at the Mandel School had significant success in obtaining research grant funding from the National Institutes of Health (NIH). Funding from the National Institute of Child Health and Human Development, the National Institute on Aging, and the National Institute on Drug Abuse totaled over $9.5 million. These grants represent a significant milestone in the direction of research funding for our faculty.

Historically, the research studies of our faculty have been primarily supported by funding from state and local government as well as by national and local foundations. About a decade ago, our faculty decided to place a major focus on developing the infrastructure and systemic processes to obtain federal research grants, principally from the NIH. Federal funding allows for the examination of broader and more complex research questions as well as provides enhanced opportunities for doctoral-student research training. In recognition of the development needs of our faculty, the Dean of the Mandel School appointed an Associate Dean for Research and Training and established a staffed Office of Research and Training. In addition, we sought and successfully received and completed a five-year Research Development Center grant from the National Institute of Drug Abuse (NIDA). This grant provided the opportunity for a number of our faculty members to enhance their research knowledge and skills. Today, as noted in the following pages of this report, two of our faculty members have funded RO1 grants from NIDA, while other faculty members have research grants from other NIH Institutes.

Faculty Productivity
The faculty of the Mandel School has high levels of scholarly productivity and success in obtaining externally funded grants. Based upon published studies of faculty productivity, our faculty is highly productive in publication of journal articles. Academic Analytics, LLC, a firm that benchmarks faculty productivity, ranks the faculty of our school as seventh among schools of social work in scholarly productivity.

Over three-quarters of our faculty members currently have leadership roles on at least one research or training grant. In the last three years, almost three-quarters of all faculty research grant proposals have been funded, with just over half of all NIH research proposals being funded.

Research and Training Centers
The Mandel School has five research and training centers. Although all of our centers are focused on translating research findings to impact practice, as will be seen in the descriptions of each center’s work, the approaches utilized and areas emphasized at each center can be quite different from, though complementary of, each other. Activities of the centers include the following: conducting clinical trials of promising evidence-based practices; providing training and consultation on established evidence-based practices; conducting research studies to gather information needed to design interventions.
for at-risk populations; and conducting analyses of significant macro-level social problems, such as housing foreclosures and recommending community-level policy initiatives to address these problems.

Training Grants
Faculty members at our school also have a long history of obtaining training grants to support the education of master’s- and doctoral-level students. In earlier years, when federal training monies were more readily available to support social-work education, faculty had considerable success in obtaining this funding and utilizing it to implement innovative educational initiatives. Over the past several decades, federal funding for training has shifted. In response, faculty members have been successful in obtaining training grants funded by state and community governments as well as by local, regional, and national foundations.

Within the last several years, however, the faculty has once again been able to successfully compete for available federal training funds, as exemplified by the story of Professor Groz’s child-welfare training grant, which points out that our School is among only nine schools of social work that were successful in the competition for this funding. In addition, The Louis Stokes Fellowship Program, also featured in this publication, was supported for several years through federal funds, with future support being sought through a campaign to endow the initiative.

Professors Kola’s and Strom’s work, featured in this publication, demonstrates the importance of maintaining long-term relationships with social-welfare delivery systems. Prior to the current grant for their training program, they had successfully implemented training grants with the separate mental health and substance abuse systems in Cuyahoga County, where the Mandel School is located. When the two separate systems merged this year, the accomplishments of professors Kola and Strom directly influenced the new consolidated system to provide funding for the continuing education of their workforce at a time in which there were significant cuts in funding for services in this system. This program, as well as the two other training programs featured in this publication, support master’s-level education for students in the Mandel School’s Intensive Weekend study option for employed social workers.

In closing, on behalf of our Dean and faculty, I would like to express our gratitude to Jack, Joe, and Mort Mandel for the generous support of our research and training initiatives through the Mandel Foundation over the past decade.
Parents help their toddlers improve cognition, communication, and social-emotional functioning with relationship-focused interventions

When it comes to research and practice with infants and toddlers who have been diagnosed with developmental disabilities such as autism and mental retardation, Professor Gerald Mahoney has developed an innovative approach based upon contemporary child-development theory.

While popular methods for early childhood intervention include treatment procedures derived from behavioral theories, which emphasize the need to teach children a specific set of developmental skills, for instance, the proper way to feed themselves, Dr. Mahoney’s approach is a bit different. It’s relational, emphasizing the importance of parents being responsive (i.e., attuned, attentive, affirming, and encouraging) to each child’s naturally occurring interest and motivation as the child actively explores and practices (or plays with) developmental tasks. For instance, parents learn to notice and encourage children as they switch between the use of their fingers and a spoon or fork as they learn to manipulate food.

Mahoney’s research of almost 30 years shows that parents who mirror their children’s self-motivation and activity inspire them to master current developmental tasks and to move on to the next. The results are measurable and impressive, with improved outcomes in communication, cognition, and social-emotional functioning. In fact, the results have been so impressive that Mahoney has developed—and is testing and refining—a curriculum for parents and other caregivers called Responsive Teaching (RT): it is now an emerging evidence-based practice.

Federally-Funded Research
Dr. Mahoney’s research and the RT model have caught the attention of federal agencies over the years. He has received over 20 research and training grants from the U.S. Department of Education, Office of Special Education. Recently, he was awarded $706 thousand from the National Institutes of Health, National Institute of Child Health and Human Development (NICHD) to conduct a three-year experimental study of the effects of the RT model upon children between 18- and 30-months of age who have been diagnosed with autism spectrum disorders (ASD). The study is taking place from February 2009 to January 2012.

Gerald Mahoney, Ph.D., has more than 30 years of experience as a university-based researcher, scholar, curriculum developer, and consultant. He has published numerous journal articles and book chapters from this work. He is currently the Verna Houck Motto Professor of Social Work at the Mandel School of Applied Social Sciences, where he joined the faculty in 2001. He teaches master’s- and doctoral-level courses. He is founder and chair of the Early Intervention Graduate Training Program, a certificate within the Mandel School’s master’s program. It is one of the first of its kind in the country. He is also director of the Center on Intervention for Children and Families, a research and technical-assistance organization at the Mandel School that provides consulting and training regionally, nationally, and internationally.

Previous Research
According to Mahoney, the symptoms of autism spectrum disorders are frequently observed by 18 months of age and diagnosed accurately by 24 months, but there are no valid (evidence-based) developmental interventions for this age group yet. There are many claims that intensive behavioral interventions can be effective for children with ASD between the ages of 18 and 30 months of age. However, most children enrolled in research studies of these intensive behavioral interventions were three years of age or older. In other words, there has been an overgeneralization of the results. He points out another limitation.

“The field of early-intervention services is based upon early-childhood development theories,” he says, “but many interventions fail to incorporate an important element from that body of research, which is this: parents have the most potential to influence their children’s developmental outcomes in the early years of life.”

Mahoney points to some important numbers. In a 2007 analysis of caregiver-child interactions, he found and published the following: Parents engage in an estimated 220,000 one-on-one interactions with their child each year; in comparison, a teacher will engage in 9,900 one-on-one interactions, while therapists typically engage in 7,500.

Impressive Developmental Outcomes
Mahoney recently published a one-year investigation of the RT method that provided preliminary evidence to support its use by parents with young children with ASD. The sample
included 50 children with a mean age of 27 months, including 20 children with ASD, most of whom were less than three years old.

The children with ASD improved their rate of cognitive development by an average of 110 percent and their communication/language development by almost 250 percent. They also made significant social-emotional improvements. Mahoney explains that this study did not have a control group, and did not have the level of research control needed to attribute the improvements solely to RT, so he pursued a grant for a more rigorous experimental study.

Current Study
His current NIH-funded research has a pre-post experimental design. The research team is recruiting 56 children and their parents from hospitals and early childhood agencies in and around Cleveland. Each child will be between 18 to 30 months of age at the beginning of the study and will be diagnosed as having autism or pervasive developmental disorders.

Subjects will be randomly assigned to two treatment groups. Subjects in the experimental group will receive weekly individualized intervention sessions focused on teaching parents how to implement RT with their children. Subjects in the control group will receive much of the same information regarding RT, but this information will be provided in bi-monthly parent support-group meetings.

The researchers will use the same standardized instruments from previous studies to compare results to outcomes reported from studies of behavioral interventions. Mahoney’s project will examine the following:

- Effectiveness of RT upon cognitive, language, and social-emotional functioning of autistic children (18 to 30 months of age).
- Impact of RT on mothers’ style of interaction and children’s pivotal behaviors (e.g., social play, initiation, joint attention, joint activity, trust, self-regulation).
- How mother’s style of interaction and children’s pivotal behaviors mediate the developmental and social-emotional improvements children make during the intervention.
- Identify characteristics of children and parents that contribute to the effectiveness of RT.

Potential Implications
If the results of this pilot experimental study are significant, Mahoney believes there may be more opportunities for federally funded research grants. He notes that a U.S. Senate committee recently called for more funding for research and evidence-based practices for children diagnosed with autism between 18 and 30 months of age.

He also sees opportunities for graduate-level education. He explains that the Mandel School is one of the first schools of social work in the country to commit a portion of its master’s curriculum to educate and train social workers in early-childhood interventions, noting that a number of field placements for Mandel School students have occurred for years in organizations that focus on childhood mental health, MRDD, adoption, and foster care.
Through her funded research, Sonia Minnes has gotten to know more than 400 youths since their births 15 years ago and has developed some significant insight about their experiences that will potentially inform the development of public policies and interventions for other children like them who were exposed to cocaine and other drugs prenatally. First, however, she intends to examine how the drug exposure, which occurred so many years ago, is influencing their development as teenagers today.

Dr. Minnes is an assistant professor of social work at the Mandel School of Applied Social Sciences and is principal investigator of a longitudinal study funded by the National Institute on Drug Abuse (NIDA) that began in 1994. The study has followed the children and their parents (or primary caregivers) since birth. It boasts a retention rate of over 90 percent. NIDA recently awarded Minnes $4.9 million for the fourth phase of the project, which is titled “The Effects of Prenatal Cocaine Exposure in Adolescence.” The study will take place in Cleveland for five years, from July 2009 to June 2014.

Minnes joined the original research team in the Department of Pediatrics at the Case School of Medicine as a project coordinator. Over the years, she has published numerous articles with her mentor Lynn Singer, Ph.D., founder of the study, and other colleagues. Minnes earned her Ph.D. in Social Welfare from the Mandel School in 1998. She became principal investigator of the NIDA-funded study in 2007 and joined the Mandel School faculty in 2009, where she is using her current and past research to educate master’s and doctoral students about research methods as well as public policy and direct practice that pertains to infant, child, and adult mental health.

Previous Research Questions

Thus far, Minnes explains, her research has found that cocaine exposure negatively affects brain development and related cognitive development during infancy and childhood, influencing deficits in the following:

• Visual-information processing
• Early central nervous system function (e.g., attention, jitteriness, motor symmetry)
• Attention
• Visual perceptual reasoning
• Language
• Behavioral control

She explains that many of these functions are the foundation for success at school, namely, for achieving academic standards and establishing and maintaining friendships and other relationships.

Longitudinal Effects of Cocaine Exposure

One of the primary goals of the study is to determine whether prenatal cocaine exposure continues to interfere with development of adolescents, particularly in four areas: executive function of the brain (e.g., attention, motivation, self-regulation, organizing, planning); cognitive function (e.g., language, non-verbal problem solving); risk-taking behavior; and mental health (e.g., problems with attention and delinquency).

“There is a hypothesis among many professionals that cocaine-exposed children may be more impulsive and delinquent,” Minnes says. “There is some evidence to suggest this, but the evidence also suggests that the child’s behavior is influenced by the mother’s mental health and other environmental factors, such as exposure to lead, which is a heavy metal that negatively affects the central nervous system.”

Ultimately, Minnes’ study will control for caregiving experiences (parenting style) and exposure to lead to determine which adolescent outcomes are actually influenced by the prenatal exposure to cocaine.

Who, What, Where, How?

In the current study, there are 382 adolescents and their primary caregivers (e.g., parents, grandparents, foster parents). Most are African-American and live in low-income urban neighborhoods. Participants have been assigned to two groups: 194 cocaine-exposed adolescents and their primary caregivers; and 188 non-cocaine exposed adolescents and their primary caregivers (control group).

The researchers will compare quantitative data from the two groups, which will be obtained in a research lab at Case Western Reserve University and in homes of participants with the following methods: adolescent self-reports; caregiver self-reports; interviews; bioassays (measurements of current drug use); and over 25 standardized (statistically valid) assessment instruments.

Current Research Questions

While Minnes’ current study will inquire about previous research measures to track the long-term impacts of cocaine exposure, it will also inquire whether the drug is associated with each child’s ability to self-regulate impulses—to manage emo-
Sonia Minnes, Ph.D., Assistant Professor of Social Work, is a 1998 graduate of the doctoral program at the Mandel School.

Reactions to the circumstances of their lives, especially as they reach adolescence and begin to experience significant stressors, caused, for example, by changes such as these:
- Expectations at school for more independent abstract thinking and reasoning
- More complicated social relationships with friends
- Intimate relationships

“Those who do not have an ability to regulate their impulses and behavior and to learn from their experiences may be at greater risk for more problematic outcomes,” Minnes says. She cites several examples, including accidents, trauma, mental health symptoms, addictions to alcohol and other drugs, sexually transmitted diseases, HIV and other chronic and life-threatening health conditions, as well as arrests and incarcerations.

To complicate the situation further, her research indicates that cocaine exposure may increase risk-taking behavior among adolescents. The study will also inquire whether cocaine exposure is associated with increased incidence of the following:
- Use of alcohol, tobacco, and other drugs
- Risky sexual activity
- Delinquent and violent behaviors

Previous research results suggest that cocaine-exposed children are able to overcome some negative effects upon their language and cognitive development when they are placed (raised) in stimulating environments where caregivers are more attentive, have fewer mental health problems, and have more education.

Therefore, Minnes will assess experiences and behaviors of primary caregivers to determine if and how biological parents, biological kin, or foster parents might influence outcomes of the adolescents. Caregiving factors include the following: current substance use; symptoms of mental illness and psychopathology; parental monitoring; caregiver stress; violence (in the family and neighborhood); and social relationships.

Potential Implications

Like many researchers and scholars in the fields of social work, medicine, public health, and related disciplines, Minnes knows that early detection of and interventions for health and mental health problems are essential for minimizing human suffering and minimizing financial costs from potentially intensive, long-term services. This is especially true for infants exposed to cocaine prenatally, because they will likely need help to overcome the negative effects of the drug and to achieve optimal outcomes in their education and mental health. So far, that’s what Minnes’ research indicates. She will know more once her current study of adolescent experiences is complete.

“At the end of all of this,” she says, “we want to know what makes some kids more resilient and, thus, less prone to negative outcomes than others.”

—by Paul M. Kubek

“At the end of all of this, we want to know what makes some kids more resilient and, thus, less prone to negative outcomes than others.”
Professor Elizabeth Tracy encourages students and health and human service professionals to consider the close connection among all the risk and protective factors that make people prone to or able to fend off an addiction to alcohol and other drugs. She is especially interested in the social factors, because her research has shown that people in the social networks of women recovering from addiction are likely to make or break a successful recovery with their willingness to support or not support treatment and abstinence.

She anticipates her research will help inform the future of treatment, especially for women.

Substance Abuse and Mental Illness
Elizabeth Tracy, Ph.D., is the Grace Longwell Coyle Professor of Social Work at the Mandel School of Applied Social Sciences and Chair of the Doctoral Program. Dr. Tracy teaches in both the master's and doctoral programs. She is currently principal investigator of a $1.1 million three-year longitudinal study funded by the National Institute on Drug Abuse (NIDA), titled “Role of Personal Social Networks in Post-Treatment Functioning”. The study is following 420 women in the Cleveland area who have been diagnosed with substance use disorders or co-occurring substance use and mental disorders. The study is examining the characteristics of social networks that help women build upon the advances they make in treatment.

Dr. Tracy explains that her study will fill a gap in the research literature, because most studies of addiction have been conducted on men, even though approximately 6.5 million adult women in the United States have been diagnosed with substance use disorders (i.e., substance abuse or substance dependence). She also notes that two-thirds of the women in treatment for addiction have also been diagnosed with a co-occurring mental disorder, such as severe anxiety, depression, and post-traumatic stress disorder. Research shows that people with co-occurring disorders are more likely to experience negative outcomes, such as arrest, incarceration, hospitalization, relapse, poverty, homelessness, and chronic health conditions such as diabetes, cancer, and HIV.

“Many researchers talk about addiction in a social context, because it occurs within the context of relationships with family members and friends,” Tracy says. “In other words, there is an environmental influence. We want to help women change the dynamics of their environments and access the most helpful forms of social support in the different stages of their personal recovery journeys.”

Previous Research | No Way Out
Dr. Tracy’s current research builds upon a NIDA-funded study titled “Personal Social Networks of Women with Co-Occurring Substance Use and Mental Disorders”, which took place from 2002 to 2007. This was a study of 136 women and their experiences with levels of support from family members, friends, neighbors, fellow church congregants, co-workers, and professional service providers at social service agencies. Among the findings of this research were the following:

• Women’s social networks contained, on average, 11 people (most lived in the household).
• On average, almost half of persons in the social network used alcohol and other drugs and did not support sobriety. Little support came from people with whom the women lived.
• The most common users of addictive substances were family members.
• Women identified approximately one-third percent of the people in their social networks as being critical of them (not supportive).
• Women reported being victims of and witnesses to physical and sexual violence and other trauma, having experienced this trauma from members of their social networks.
• Almost half of the women with co-occurring mental and substance use disorders had not used or sought mental health services, reporting that they were afraid of losing custody of their children if they did seek help.

Current Study
Tracy explains that the findings of her previous study have important implications for informing the development of interventions; however, the results were obtained only at one-point in time during the women’s recovery journeys. Recovery from mental disorders and/or substance use disorders typically occurs in stages over time. Therefore, she designed her current research project to measure social support and composition of social networks at four different times during and after treatment.
The 420 women in the study are 18 years of age or older, have recently begun substance abuse treatment, and have been diagnosed with a current substance dependence (in past 12 months). The women will be asked about their treatment history and substance use, mental health disorders, exposure to violence, family history, living arrangements, employment, children and parenting, treatment motivation, self efficacy, support for recovery and quality of life. Questions about the characteristics of social support will inquire about the following: support for sobriety; support with information about resources (e.g., benefits programs, medical care, job opportunities; concrete support (e.g., transportation, child care); emotional support.

Potential Implications | Stages of Support
Over the years, Dr. Tracy’s research has focused on the development and evaluation of social work practice models and methods which support families, make use of natural helping networks, and incorporate environmental helping strategies. She explains that her current study has the potential to inform policy and practice.

For instance, Tracy’s research team is using software called EgoNet to categorize and sort the information provided by the women about their networks. The software literally draws a web-like map that gives people a visual drawing of who in their networks provides what types of support and where gaps might exist. This method may assist service providers as they help women evaluate the strengths and limitations of their own social networks.

The information may help women develop meaningful, individualized plans for building social networks that not only support recovery and sobriety but also help them meet very practical needs, such as safe and affordable child care, transportation to get to and from work and doctor’s appointments, and information about benefits programs and job opportunities, among others.

“We have just begun data collection,” Tracy says. “Women participating in the study are eager to share their experiences. We are expecting to learn what types of social networks are helpful at each stage of treatment and this information will help treatment programs develop more stage specific social network interventions”.

—by Paul M. Kubek
Professor Grover (Clevé) Gilmore, Ph.D., has discovered in his research that most people 60 years of age or older who have eye-related illnesses such as cataracts are routinely offered surgery to correct impairments and restore independence and quality of life, unless they have Alzheimer's disease. He explains that there is an assumption made nationally among ophthalmologists, primary care physicians, geriatric social workers, and occupational therapists that cataract surgery will not improve outcomes for people with Alzheimer's. He disagrees.

Gilmore, who is Dean of the Mandel School of Applied Social Sciences and Professor of Social Work and Psychology, is principal investigator of a five-year $2.9 million experimental study funded by the National Institutes of Health, National Institute on Aging (NIA), titled “Therapeutic Effects of Cataract Removal in Alzheimer's Disease.” He explains that his research is necessary to inform direct-practice with patients so they are able to achieve the maximum level of independence and, thus, reduce family-caregiver burden and increase quality of life for all involved.

Visual Perception vs. Cognition
Gilmore's previous research—and the practice experience of the Cleveland-based ophthalmologists who are his frequent research collaborators—reveals that cataracts may actually exaggerate the observed effects of Alzheimer's, a disease characterized by diminishing cognitive functioning (e.g., recognition, memory, processing speed). Eyes that have cataracts cannot convey accurate information to the visual cortex of the brain. Therefore, patients are less able to recognize people and objects and to navigate and manipulate their environments successfully and safely.

“When clinicians are assessing for, diagnosing, and evaluating cognitive competence and stage of progression of Alzheimer's, they must be certain about what they are measuring,” Gilmore says. “Are they actually measuring cognitive capacity, or are they measuring the performance of the optical lens? For the sake of the patients and their families, we need to make that clinical distinction.”

Previous Research | Contrast Sensitivity
Gilmore has 30-plus years as a researcher. His primary hypothesis is that a portion of the cognitive problems associated with normal aging and the memory problems of Alzheimer's disease may be attributed to sensory decline and not to higher order cognitive functions.

Here's what he means. In his previous research, Gilmore has discovered that as people get older their eyes tend to lose “contrast sensitivity,” which he describes as the ability to notice differences between visual information in the environment, such as color and shape. In other words, the lines of distinction become blurred. He explains that the green-and-yellow signs above interstate signs are designed to address contrast sensitivity. The colors and the reflective material maximize contrast in a variety of lighting and weather conditions.

Gilmore refers to contrast sensitivity as a “hidden visual deficit,” because it is typically not assessed by optometrists and physicians. They only test for acuity (sharpness).

“They give you an image on a chart that's in high contrast,” Gilmore says. “They put a black letter “E” on a white background. But if you display the black “E” in shades of gray, you'd be testing for contrast.”

Previous Research | Alzheimer's Disease
Gilmore has also found in his previous research that older people with Alzheimer's who do not have eye-related illnesses like cataracts tend to experience severe impairments in the ability to notice contrast. Therefore, they have even more difficulty with recognizing faces, objects, and pictures of objects such as trees, houses, scissors, and combs. As a result, they tend to score significantly lower on object-naming tests, even if they are wearing glasses.

Clinicians tend to assess the low scores as a “naming deficit.” Thus, they diagnose the person with a “cognitive deficit” not a “vision deficit.” However, when researchers increase the contrast of the pictures in their tests, the performance of patients typically improves.

When a cataract occurs on top of (or in addition to) the diminished contrast sensitivity in Alzheimer's patients, Gilmore adds, the impairments to the lens of the eye are compounded. Cataracts affect acuity (sharpness) of the image, which is experienced as a “halo effect.” It's like having a crack in the lens of a camera: vectors of light do not enter the lens directly, they are scattered (or fractured) by the crack.
Current Research | Alzheimer’s & Cataracts
The inspiration for the current study came from a conversation Gilmore had with some of his long-time research collaborators, ophthalmologists who performed cataract surgeries on some patients with Alzheimer’s and immediately noticed improvements. Their family caregivers also reported an increase in quality of life. Gilmore’s current NIA-funded research will determine if the results are replicable and consistent with other patients.

For this study, Gilmore has assembled an interdisciplinary and inter-institutional research team that includes many previous collaborators from the Case School of Medicine, University Hospitals Case Medical Center, MetroHealth Medical Center (Cleveland’s county hospital), and department of biostatistics, among others.

The research team is recruiting 210 people with Alzheimer’s and their primary caregivers. The experimental group of patients will receive cataract surgery when they enter the study and the control group will receive surgery six months after they enter the study. Each patient and his or her primary caregiver will be seen multiple times over a six-month period and will be administered standardized instruments to examine the effects of cataract removal on the following:

- Visual acuity
- Spatial contrast sensitivity
- Vision dependent functions
- Visual information processing
- Quality of life

Possible Implications | Quality of Life
Over the years, Gilmore’s research has informed direct-practice innovations, as well as the policies that govern them. He refers to this as his social advocacy. He emphasizes that visual sensory-deprivation not only makes life more frustrating and stressful for patients with Alzheimer’s but also for caregivers, especially family members. Patients with diminished eye function have difficulty with day-to-day tasks such as eating, choosing clothes and dressing, bathing, cleaning, and walking safely through the home. And typically it is family members (spouses and adult children) who must spend the time helping their loved ones with the simple yet frequent tasks.

This project has the potential to inform knowledge and practice in many disciplines, including medicine, rehabilitation (e.g., occupational therapy), and social work. Equipped with accurate information, professionals and family members alike can advocate for the best interventions available on behalf of the patients.

“My collaborators and I see this study as addressing a disparity in the treatment of patients,” Gilmore says. “It’s an opportunity to help every individual achieve his or her full potential at every stage of life.”

—by Paul M. Kubek
Researchers team up with Federal Reserve to help nation respond to foreclosure crisis

The economic epoch that has shaken the foundation of the American Dream and swallowed housing markets into a nationwide financial sinkhole has had several epicenters. One is the City of Cleveland. Foreclosures and vacant properties in many neighborhoods have stock piled, values have plummeted, and numerous parcels are being bought at below-market values of $10 thousand or less by real-estate speculators, most of whom are corporations that have no vested interest in planned and coordinated community development.

Researchers at the Mandel School’s Center on Urban Poverty and Community Development (Poverty Center) have been among the first responders in the foreclosure crisis in Cleveland and Cuyahoga County. They have gathered up housing-related data and provided analyses to understand what happened, how to slow and stop it, and how local governments, non-profit organizations, charitable foundations, and community banks might help individuals, families, and communities recover from the mess.

A Report to the Nation
The Poverty Center’s research team, lead by Co-Director Claudia J. Coulton, Ph.D., Lillian F. Harris Professor of Urban Research & Social Change, has published four important reports on the foreclosure crisis, which essentially describe the causes and consequences of the glut of undervalued, unoccupied housing stock throughout Cuyahoga County, especially in neighborhoods of Cleveland.

Now, Coulton and her colleagues are teaming up with the Federal Reserve Bank of Cleveland and The College of Urban Affairs at Cleveland State University in a multidisciplinary, multi-institutional partnership to provide a report to the nation, titled “Facing the Foreclosure Crisis in Greater Cleveland: What Happened and How Communities are Responding.” The new report is being funded in part by the Federal Reserve. Coulton’s four previous reports were funded mainly by the The Cleveland Foundation and The George Gund Foundation, with additional support from Enterprise Foundation and Neighborhood Progress, Inc.

Filling a Knowledge Gap
According to Coulton, the new report fills a gap in the nation’s knowledge, because most research on the foreclosure crisis focuses upon distinct components of the crisis—for instance, the selling of subprime mortgages—during a specific period of time. In addition, most published research does not include analyses of responses to the crisis by organizations in the private and public sectors. In contrast, the Poverty Center has been studying neighborhood housing patterns since the early 1990s and has been providing technical assistance about the data to local agencies and organizations to help inform their responses. The new report, Coulton adds, describes key strategies that might serve as models for other communities around the country.

“The Cleveland area was in a foreclosure crisis several years before the rest of the nation due, in large part, to population decline and job losses,” she says. “However, what we have found in our analyses is that this crisis was not inevitable. It was likely preventable. There is a pattern, a process that lead up to this. In short, large national mortgage companies—not local banks—sold subprime variable rate mortgages in low-income and primarily African-American neighborhoods to people who were financially vulnerable.”

A Rich Data-Pool
In her career of almost 30 years, Coulton has engaged in over 100 research and evaluation projects and policy analyses of urban poverty and community development and has published numerous journal articles and book chapters.

She was a member of the original team that created the Poverty Center in the 1980s and was instrumental in creating its web-based data warehouse of neighborhood indicators and property information, called North East Ohio Community and Neighborhood Data for Organizing (NEO-CANDO). The data system collects, archives, and makes available to the public a variety of neighborhood-based data from multiple sources, including the U.S. Census, Cleveland Police Department, Ohio Department of Health, and Cuyahoga County Employment and Family Services, among others. Coulton explains that data for her research on the foreclosure crisis came from the Cuyahoga County Auditor, Recorder, Sheriff and Court of Common Pleas and from the Federal Financial Institutions Examination Council, among others.

A Brief History
The City of Cleveland reached the height of its population and density in the 1920s with 1.2 million people, when manufacturing dominated the local economy. Today, the City of Cleveland has approximately 450 thousand people, and Cuyahoga County has 1.2 million people, but even this number has been declining steadily over the past 15 years. So, the number...
of vacant houses, storefronts, warehouses, and industrial properties in neighborhoods has, for the most part, occurred gradually, not overnight.

Despite the troubling conditions, Cuyahoga County’s public, private, and nonprofit organizations have been developing programs and partnerships to convert vacant properties to new uses and to make them available to local residents with safe financial incentives, such as tax abatements and low-interest fixed-rate mortgages. However, when this system of property conversion (recycling) became overwhelmed with too many foreclosed and, thus, vacant structures, a crisis ensued.

Previous Research
Evidence of the crisis emerged in Coulton’s data from the 1990s with a sharp increase in subprime lending, particularly in communities where housing values were low. Subprime lending then spiked, increasing fourfold from 1995 to 2007. The Poverty Center’s analyses also found the following:

Mortgage Loans
- Subprime home mortgages had an 816 percent greater chance of going into foreclosure when compared to other loans.
- A borrower’s race influenced the type of loan he or she received.
- Across all income levels, African-American borrowers were more likely to receive subprime loans.

Foreclosure, Sheriff’s Sale & Housing Value
- A high number of foreclosures of single and multiple family homes created a high number of sheriff’s sales, which overwhelmed the system that usually brings these properties back to productive use.
- When homes were resold, they were often sold for much less than their value before foreclosure.
- Many properties became Real-Estate Owned (REO), meaning they were owned by financial institutions. This delayed the conversion of the property to productive use.

REO Property & Distressed Prices
- REO properties sold for alarmingly low prices, often $10,000 or less.
- REO properties were often sold by financial institutions in bulk to organizations that knew little about the value and condition of the properties and little about local rehabilitation initiatives and programs.

Possible Implications
Understanding the distinct way in which the foreclosure crisis has played out in Northeast Ohio is important, Coulton explains, because the national story does not reflect what happened here. Therefore, it is important for policymakers not to impose recovery policies and processes developed elsewhere. She and her co-authors anticipate their new report about Cleveland will help communities with similar characteristics in the U.S. develop effective solutions.

“Cleveland may be the epicenter of the foreclosure crisis, but it is also nationally recognized as a place aggressively working on many fronts to make its way forward.”

---by Paul M. Kubek
Study of mixed-income development in Chicago offers insights for future anti-poverty initiatives

Creating mixed-income communities is a promising policy response to the social isolation and economic disinvestment that characterize high-poverty neighborhoods. The objective is to attract residents with higher incomes while maintaining affordable and public housing for lower-income residents.

Policymakers hope that this strategy will generate housing developments and perhaps entire neighborhoods that provide strong social networks for accessing employment opportunities and other resources, more effective demand for high-quality amenities and public services, more support for positive behavior, and more positive role models for youth.

Mark Joseph, Ph.D., Assistant Professor and Chair of the Community and Social Development concentration at the Mandel School, has been studying mixed-income developments in Chicago for over five years. He and his research team are conducting case studies at five new mixed-income developments that are part of that city’s massive transformation of public housing.

Along with colleagues at the University of Chicago, Joseph has raised over $1.6 million to support this research from funders that include the John D. and Catherine T. MacArthur Foundation, The Rockefeller Foundation, the Annie E. Casey Foundation, and the Department of Housing and Urban Development.

Research Methods
Joseph’s research analyzes the strategies used to build mixed-income developments and the perspectives and experiences of residents of all income levels. The research methods include in-depth interviews with hundreds of residents, development staff, and community stakeholders; structured observations of meetings and community activities; and analyses of documents and administrative data.

Early Findings
Joseph says the transformation of public housing in Chicago is turning out to be vastly more complex than anticipated. For instance, prior to the economic crisis, there was high demand for the market-rate units, because of the prime locations of the redevelopments, the high-quality designs, and the seamless physical integration of market-rate and subsidized units. However, the national economic recession and the stalled housing market in Chicago have slowed sales.

In addition, there have been some difficulties finding public-housing residents who are eligible to live in the new developments and who are willing to move there. Nearly half of the relocated public-housing residents who were interviewed report experiencing stress from strict rules that govern behavior in the developments, such as not loitering in public spaces and limiting noise levels of children, among others.

Yet, the residents also report high satisfaction with the physical environment and the peace and quiet of their new surroundings. Many report a decrease in the stress they used to feel because of safety concerns and crime.

Social interaction across income levels has been very low, due in part to assumptions and stereotypes that different groups have about each other but also due to a lack of opportunities for residents to engage with one another. There are also concerns expressed by relocated public-housing residents about increased stigma and scrutiny, double standards in terms of rules, and a lack of access to decision-making entities such as condo associations.

Implications
Recently, Joseph testified before Congress about his research. He proposed several “key factors for success” based upon his early findings, including the need to balance the screening of applicants with inclusion of as many low-income households as possible, an increased focus on strategic roles for property management and support services, and implementation of strategies for resident engagement, community building, and inclusive governance.

“`The class division within a mixed neighborhood can make it difficult for residents to develop new social networks or shared agendas,” Joseph says. “However, I think this can be overcome with active community building and support programs.”

Mark Joseph, Ph.D., Assistant Professor of Social Work.
“got moods?” study asks young adults for insight about their transition to adulthood

The transition from adolescence to adulthood is trying for just about any 18-year old, even if he or she has social-emotional support from family members, mentors, and friends. But it is even more difficult for those involved in public child-welfare systems, such as foster care, juvenile justice, and the public mental health system. At 18 years of age, many of these individuals must transition from child-serving systems of care to adult services. This transition can be precarious for young adults who are often expected to “make it in life” more on their own.

According to Michelle R. Munson, Ph.D., assistant professor of social work at the Mandel School, the transition becomes even more complicated for those with psychiatric needs, especially if they are unable to access adult mental-health care, or if they choose not to engage in adult services.

“Many of these youth fall through the cracks of what can be a fragmented mental-health system,” Munson says. “Without proper attention and assistance in making this developmental and institutional transition, their symptoms can become more intense and debilitating. Without continuous mental-health care, it can be much more difficult for them to achieve a decent quality of life in adulthood.”

got moods?

Munson is the principal investigator of a two-year research study titled “Making the Transition,” funded by the Ohio Department of Mental Health. Known locally as the “got moods?” study, the purpose of the research is to understand who and what helps young adults living with mood and emotional problems make a successful transition to adulthood and adult mental-health care.

Munson’s research team is conducting three-hour interviews with young adults, ages 18 to 25 years old, who have a history of a mood-disorder diagnosis and have also utilized Medicaid-funded mental-health services and one additional public service during childhood. The researchers are asking participants about their service use transitions, how they understand their mood difficulties, and their perceptions of their relationships with individuals who have played a role in helping them make the transition. The research team is also interviewing a group of the individuals identified by the young adults as being helpful to them in managing their moods.

Munson explains that scholarly journals and popular media outlets have highlighted the crises that many young adults face after leaving child-serving systems of care. Yet, much less attention has been paid to building knowledge around what actually works, or facilitates a positive transition to needed services. She anticipates her research will begin to fill this gap in knowledge, policy, and practice.

Research Details

Preliminary results suggest that the large majority (90 percent) of study participants are engaged in at least one supportive relationship with an individual that they perceive as providing them support and guidance as they are making the transition to adulthood, while living with mood and emotional difficulties. Approximately one-third of those who identified a supportive relationship named a professional service provider as the supporter, and two-thirds named informal helpers such as family members or friends.

These relationships either fill gaps in service or emphasize the importance of continued service provision for the young adults. Data from the respondents suggests they place a value on relationship-consistency and on having someone that is “there for them”, especially someone who has had some similar mental-health experiences. They also value relationships with key helpers who are honest and direct—“not sugarcoating” messages—and those who advise them to take their medication(s) and to seek treatment.

Early results also suggest some emerging themes regarding how young adults become engaged in adult mental-health care. For example, those who have become parents report that their engagement in the system of care has occurred through their involvement in supportive community services for their newborns, as well as through relationships with health-care providers for their children.

Possible Implications

“Listening directly to young adults with psychiatric difficulties tell their own stories about their experiences has specific advantages,” Munson says. “The stories contain information that may help social workers target areas for intervention and tailor service-delivery approaches to re-engage young adults with psychiatric needs in managing their mental health care.”
Federal funding supports child-welfare professionals, systems in northeast Ohio

Only nine schools of social work in the United States have received federal funding to bolster child-welfare systems in their regions by advancing the knowledge, experience, and leadership capabilities of its workforce. The Mandel School is one of them.

The School received a five-year grant from the U.S. Children's Bureau, National Child Welfare Workforce Institute for its "Ability-Based Child Welfare Training Fellows". The Project Director is Victor Groza, Ph.D., Grace F. Brody Professor of Parent-Child Studies, who is known internationally for his research, scholarship, and program development for adoption services and other child-welfare services. Dr. Groza teaches in the master's programs.

Through the Child Welfare Fellows Program, the School is partnering with public child-welfare systems in the six counties that make up northeast Ohio to recruit a total of 25 full-time professionals to its master's program (five students each year for five years). The Fellows will study in the intensive-weekend study option, which enables students to maintain full-time employment at their agencies and to study one weekend per month at the Mandel School in Cleveland with students from all over the country who are pursuing advanced degrees in a variety of concentrations.

Each Fellow will receive a stipend to cover 100 percent of tuition cost for each year. They will also receive $500 per year to attend a professional conference, encouraging and supporting their efforts to expand their professional peer-networks and, thus, expand opportunities for learning.

People Power

The child-welfare professionals recruited to the Child Welfare Fellows Program are individuals who demonstrate a long-term commitment to their profession. They agree to remain employed with their agency for the three years they are enrolled in the master's program and for three years following graduation. This strategy has, what Groza calls, “a systemic ripple effect,” because it aims to reduce the turnover rate and increase the knowledge and skills of staff in the child-welfare system, essentially providing systems, organizations, and families and children with a continuity of care from knowledgeable, experienced professionals.

Groza cites statistic to illustrate his point. According to the Public Children Services Agencies Organization, the average turnover rate of professionals in child-welfare systems in northeast Ohio was 14 percent annually between the years 2000 and 2004. He notes that a stable workforce is most important to children and families who are receiving services.

In addition, he adds that there were approximately 900 employees in the Cuyahoga County Department of Children and Family Services, but only 15 percent (135 people) had a master's degree.

“Our Fellows Program will help keep twenty-five experienced professionals in public agencies,” Groza says. “At the same time, it will advance them to the master's level. This is a huge amount of human capital, which is difficult to replace. Directors of agencies support this, and the people working in the agencies support this, because everybody sees how it benefits the workforce and, ultimately, how it benefits the most vulnerable children and families in these communities.”

Victor Groza, Ph.D., Grace F. Brody Professor of Parent-Child Studies.
The Child Welfare Fellows Program is built upon the Mandel School’s Abilities-Based Learning Environment (ABLE), which identifies eight abilities necessary for competent social-work practice at the master’s level. Classroom courses, field education, and other learning opportunities are all intentionally designed to help students develop and demonstrate competence in these abilities. The Fellows Program also combines ABLE’s eight abilities with the child-welfare competencies set forth by the Ohio Child Welfare Training Program.

Each Fellow is expected to attain, maintain, and advance into positions of increased responsibility in the social work profession over time. They will be taught to be effective supervisors, leaders, and managers in public child welfare who are capable of designing, implementing, and evaluating evidence-based practices that are culturally competent. Other components of the Fellowship Program also include the following:

- A field placement at the Fellow’s current agency in a role that is different than his or her everyday responsibilities
- A field faculty advisor to provide supervision
- Seminars featuring speakers from child-welfare systems
- Mentors
- Professional and personal leadership development activities
- Research projects at large public agencies
- Portfolios to document student learning in the abilities and competencies
- Funding to attend a professional conference each year to pursue additional professional development

For the first cohort, the Child Welfare Fellows Program has recruited nine Fellows from three counties who represent a diverse group of leaders. The cohort includes one male student, one African-American student, and two of Hispanic descent.

The Mandel School is partnering with the newly formed Alcohol, Drug Addiction, and Mental Health Services (ADAMHS) Board of Cuyahoga County to advance the knowledge, experience, and leadership capabilities of the mental-health and addiction-service workforces in Ohio’s largest county of 1.28 million people.

The partnership is known as the “Consolidated Board Mental Health and Substance Abuse (MH/SA) Fellows Program.” It is co-directed by Lenore A. Kola, Ph.D., Associate Professor of Social Work, and Gerald A. Strom, MSSA, Senior Instructor and Director of the Intensive-Weekend Study Option. Both teach in the master’s program.

---

“**Our Fellows Program will help keep twenty-five experienced professionals in public agencies. At the same time, it will advance them to the master’s level. This is a huge amount of human capital, which is difficult to replace.**”

—Victor Groza, Ph.D.

---

Students in the intensive-weekend study option maintain full-time employment in their organizations and attend classes in Cleveland one weekend per month.
Integrated Systems, Integrated Care

Kola explains that the title of the MH/SA Fellowship Program includes the terms “consolidated board” because the county recently combined a mental-health services board and an addiction-services board to form one entity. By doing this, the county joined a growing national effort to integrate public systems that serve people diagnosed with mental illness and/or substance use disorders.

Kola explains that national studies have shown that over 60 percent of adults in the United States diagnosed with severe mental illnesses experience an addiction to alcohol, tobacco, or other drugs at some point in their lives. In addition, many people diagnosed with a substance use disorder also experience a mental disorder. In other words, the existence of co-morbidity requires integrated services to treat both disorders simultaneously.

In a career spanning over 30 years, Kola has developed and implemented over 10 different training programs for master’s students and professionals alike, programs funded by Federal, state, and county authorities, as well as by charitable foundations. She was part of the leadership team assembled by the Ohio Department of Mental Health that brought a block grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) to Ohio in 2000 to begin a statewide implementation of Integrated Dual Disorder Treatment (IDDT), the evidence-based practice. Several state authorities, many county boards, and numerous service organizations throughout the State continue to receive technical assistance for IDDT implementation through the Mandel School’s Center for Evidence-Based Practices, which Kola co-directs with Robert Ronis, M.D., MPH, Chair of the Department of Psychiatry at the Case Western Reserve University School of Medicine.

“We have learned in our work that the most effective clinical changes in the one-on-one interactions between consumers and practitioners occur when there is simultaneous organizational change and systems change to support the innovations,” Kola says. “There must also be a willingness by practitioners to learn and adopt new models of treatment.”

She adds that the new combined board in Cuyahoga County is evidence of systems change and that the Board is supporting this Fellows Program, because it recognizes the need to prepare the current generation of practitioners to become the next generation of leaders who will carry-on and advance the work of improving outcomes for people with mental and substance use disorders.

Cost Sharing

Through the MH/SA Fellows Program, the Mandel School is partnering with the ADAMHS Board and publically-funded mental health and substance abuse agencies in Cuyahoga County to recruit 10 full-time professionals to its master’s program. The Fellows will study in the intensive-weekend study option, which enables them to maintain full-time employment at their agencies and to study one weekend per month at the Mandel School in Cleveland.

Tuition will be shared by all the partners in the Fellows Program. The Mandel School will contribute one-quarter of the cost; the Fellows will contribute one-half of the cost; and the ADAMHS Board and the agency where the student is employed will contribute a combined one-quarter of the cost.

Leadership

According to MH/SA Fellows Program Co-Director Gerald Strom, the professionals recruited to the Fellows Program are individuals who demonstrate a long-term commitment to their profession. They agree to remain working at their organizations for the three years they are enrolled in the master’s program and for three additional years following graduation.
“Each student will earn a master's degree and be eligible to become a licensed independent social worker, which will enable him or her to work with more independence and provide supervision to staff members,” Strom says. “It’s a form of mentorship, a way of passing on the lessons-learned through practice. It helps the next generation avoid previous pitfalls and provide consumers with a continuity of the best possible care.”

**Details of the MH/SA Fellows Program**
The MH/SA Fellowship Program is built upon the Mandel School’s Abilities-Based Learning Environment (ABLE), which identifies eight abilities necessary for competent practice at the master’s level. Each Fellow is expected to attain, maintain, and advance into positions of increased responsibility in the social work profession over time. Other components of the Fellowship Program also include the following:

- A field placement at the Fellow's current agency in a role that is different than his or her everyday responsibilities
- A field faculty advisor to provide supervision
- Seminars featuring speakers from mental-health and addiction-services systems
- Professional and personal leadership development activities
- Required course in social work interventions for mental and substance use disorders

---

**Louis Stokes Fellowship Program**

**Cities across America are in desperate need for community development professionals to take on the myriad challenges that define the quality of people's lives.** Abandoned and substandard housing, persistent poverty, access to health care, crime, low civic engagement, racism, juvenile justice, few employment opportunities, and little economic development are just some of the problems in declining urban areas and struggling neighborhoods.

The Mandel School of Applied Social Sciences addresses these challenges through the Louis Stokes Fellowship Program in Community Development. The fellowship encourages working minority professionals to seek the education and leadership tools they need to make a real, lasting impact on their communities. At its heart, the Stokes Fellowship Program is about building human capacity in communities that are struggling with life’s most serious issues.

Strong communities and strong leadership go hand in hand. The field of community development is growing. Neighborhoods and cities are being transformed through the redirection of economic and political capital. The community development professional is the key to this transformation process: the person who empowers individuals and organizations to achieve new visions. The need for knowledgeable, well-trained, and educated professionals has never been greater, nor has the need to educate and mentor current community development professionals who work daily within the complexities of diverse urban neighborhoods.

The Mandel School responds to this need through its Master of Science in Social Administration (MSSA) degree with a community development concentration. By further offering this degree in an intensive-weekend format, the school attracts working community-development professionals from the Midwest, the Mid-Atlantic, and the South.

The intensive-weekend format permits students to remain employed in a community development position in their home communities and to attend class on campus one weekend per month. Rigorous coursework and hands-on field education projects—which can take place in the student’s home organization—prepare these working professionals to become catalysts for building and rebuilding local communities.

The Stokes Fellowship Program was created to honor the life work of the retired Northeast Ohio congressman and to foster leadership among African Americans and Hispanics in the field of community development. Since its beginning, the Fellowship has graduated over 30 African-American and Hispanic students. As students and graduates, they return to their own communities with skills to think critically, develop broad range plans for their communities, and work with diverse constituencies and organizations.

Stokes Fellowships are awarded each year to minority students who are currently employed in community development and who have demonstrated undergraduate academic achievement and the capacity for leadership. The program targets recruitment to specific mid-Atlantic and southern states, to graduates of Historically Black Colleges and Universities (HBCU) or African Americans employed in community-development corporations affiliated with HBCUs, and to Hispanics working in the field of community development.

With the support of alumni, friends, foundations, and corporations, a substantial endowment will sustain the Fellowship Program in perpetuity. Specific fundraising priorities include scholarship and faculty support. Sharon E. Milligan, Ph.D., Associate Professor of Social Work, is the Project Director of the Louis Stokes Fellowship Program.

---

**The Honorable Louis Stokes, Distinguished Visiting Professor at the Mandel School.**
The Mandel School has five centers that are organized to facilitate collaboration in research and training between faculty and community partners, including human service agencies, service-delivery systems, and policy makers.

Many initiatives are multidisciplinary and multi-institutional partnerships that address social problems, social-work practice, and social policy. There is a strong emphasis upon dissemination—using cutting-edge knowledge to enhance practice and service delivery in the community. Centers provide opportunities for students to participate in all aspects of the research process.

**Center for Evidence-Based Practices**

Co-Directors: Lenore A. Kola, Ph.D., Associate Professor of Social Work at the Mandel School, and Robert J. Ronis, M.D., MPH, Douglas Danford Bond Professor and Chair of the Department of Psychiatry at the Case School of Medicine.

The Center for Evidence-Based Practices (EBPs) is a partnership between the Mandel School of Applied Social Sciences at Case and the Department of Psychiatry at the Case School of Medicine. The Center for EBPs is a technical-assistance organization that promotes knowledge development and the implementation of EBPs, such as Integrated Dual Disorder Treatment (IDDT) and Supported Employment (SE) for the treatment and recovery of people with mental illness and co-occurring mental and substance use disorders. The Center also implements and studies emerging best practices in an effort to identify innovations that consistently generate improved outcomes and, thus, may become an EBP.

**Recent activities and accomplishments:**

- Created 25 eNews/eConsults distributed throughout Ohio and the nation to mental health providers and Board members, focusing on multiple topics to help county and state authorities and service organizations sustain IDDT and SE implementation efforts.
- The Center’s 4 websites were extensively utilized and had over 20,000 hits.
- Developed mechanism and methods to analyze state-wide administrative data (MACSIS) for consumers enrolled in IDDT services using an Affiliation Code. First analysis focused on cost analysis and bed-day utilization of inpatient hospitalization from the first wave of IDDT consumers: pre/post treatment initiation. Nearly 1,900 Ohio consumers now have their data entered into MACSIS using the IDDT Affiliation Code.
- Provided training on Motivational Interviewing to service staff/supervisors of approximately 40 agencies in an ongoing effort to support implementation of this practice through Ohio’s provider system.
- The Evaluation Database was fully activated to allow for more efficient program evaluation (fidelity assessments) for IDDT and SE programs.
- Two organizational-assessment instruments—the Dual Diagnosis Capability in Addiction Treatment and the Dual Diagnosis Capability in Mental Health Treatment—were utilized, thereby broadening the Center’s implementation process to include a more comprehensive review of co-occurring services structures, treatment and staffing needs.
- Developed Consumer Outcomes Monitoring Tool and pilot-tested it with provider agencies (funded by the Mandel School Research Infrastructure Grant).
- Provided employment-services training and consultation with staff at 10 consumer-operated services, including Magnolia Clubhouse, and added to our peer-consultant staff.
- Deepened relationships and partnerships with Ohio Rehabilitation Services Commission and Center of Vocational Alternatives to help foster the growth of SE in Ohio’s provider agencies.
- Developed and distributed a Funding Toolkit for SE and a Benefits Planning Toolkit.
- Began process of developing and implementing a tobacco cessation model to be utilized within the mental-health system. This included baseline program fidelity-evaluations at six provider organizations utilizing the Center’s Tobacco Recovery model.
- Data collection has begun with nearly 3,000 consumers at the 6 pilot Tobacco Recovery sites using a standardized format that incorporates a range of items related to tobacco use by consumers and interventions to be used by programs. The Center will also measure consumer-level outcomes.

**The Center on Interventions For Children and Families**

Director: Gerald Mahoney, Ph.D., Verna Houck Mottos Professor of Social Work.

The Center on Interventions for Children and Families (CICF) is a research and training center that is focused on developing and disseminating evidence-based interdisciplinary treatment models that promote the developmental and social emotional well-being of young children by enhancing family and social-environmental supports. These include interventions designed to improve parenting/caregiving skills, promote the stability of families, and enhance the social and community supports of families.
Recent activities and accomplishments:

Training
- Six master's degree early-intervention trainees (two social work; four speech language pathology).
- Two Mandel School doctoral students, one completed dissertation.
- Completed six-year personnel preparation project supported by U.S. Department of Education

Service
- Operated an early-intervention clinic for approximately 15 families and children with disabilities each week.

Research
- Completed a four-year field-initiated research project funded by U.S. Department of Education
- Obtained new three-year research project funded by the National Institute of Child Health and Human Development

Outreach
- Presented five workshops on Responsive Teaching to approximately 300 parents and early-intervention professionals from Ohio, California, Florida, Canada (Vancouver), Korea (Seoul)
- Invited presentations to approximately 600 professionals:

Korea
- Mahoney, G. The Role Parent-Child Interaction in Developmental Intervention. Academic Association for Early Childhood Special Education, Jungbu University, Daejeon, Korea, September 6, 2008.
- Mahoney, G. The Critical Role of Assimilative Practice in Developmental Intervention. Academic Association for Early Childhood Special Education, Kangnam University, Yongsin, Korea, September 8, 2008.

Spain

Continued on page 22
Research and Training Centers continued

Center on Substance Abuse and Mental Illness
Co-Directors: Mark I. Singer, Ph.D., Leonard W. Mayo Professor in Family and Child Welfare, and David E. Biegel, Ph.D., Henry L. Zucker Professor of Social Work Practice and Professor of Psychiatry and Sociology.

The Center on Substance Abuse and Mental Illness provides education, research, training, and consultation in the fields of substance abuse and mental health, with particular emphasis upon the co-existence of substance and mental disorders. The Center’s research and training activities have been supported by the National Institute on Drug Abuse, the Ohio Department of Mental Health, the Cuyahoga County mental health and drug boards, and by local foundations.

Recent activities and recent accomplishments:
• Received funding from the National Institute on Drug Abuse for a three year research study of the personal social networks of low-income women in substance abuse treatment (E. Tracy, Ph.D., PI).

• Received funding from the National Institute on Drug Abuse for a five year research study of the effects of prenatal cocaine exposure on adolescent development and functioning (S. Minnies, Ph.D., PI).

• Research continued on a project examining the supportive relationships, mental health service transitions and illness experiences of 18 to 25 year olds. Subjects in the study have childhood histories that include both multi-sector public service use and a mood disorder diagnosis. (M. Munson, Ph.D., PI).

• In conjunction with the Center for Evidence-Based Practices, completed three year research project funded by the Ohio Department of Mental Health on the predictors of referral to Supported Employment and the predictors of competitive employment of adults receiving treatment for co-occurring substance and mental disorders (D. Biegel, Ph.D., PI).

• Developed and implemented the “Cuyahoga County Behavioral Health Training and Intern Program,” funded by the Alcohol, Drug Addiction, and Mental Health Services Board (ADAMHS) of Cuyahoga County. Components of this program include:
  • A Fellowship Program for ten Intensive-Weekend Mandel School Masters degree students employed by mental health and substance abuse agencies in Cuyahoga County.

  • A third year doctoral student internship for work with research and evaluation staff from the ADAMHS Board of Cuyahoga County.

  • A seminar program on mental illness and substance abuse for Board of Governors and staff members of the ADAMHS Board of Cuyahoga County.

Center on Urban Poverty and Community Development
Co-Directors: Claudia J. Coulton, Ph.D., Lillian F. Harris Professor of Urban Research & Social Change, and Robert L. Fischer, Ph.D. Research Associate Professor of Social Work.

The mission of the Center on Urban Poverty and Community Development is to create, communicate, and apply valuable knowledge to a broad range of audiences and constituents concerned with the ultimate goal of reducing urban poverty and its consequences. The Center embraces humanistic values and a participatory approach to research—all of which places primary value on being responsive to the research questions and issues that emerge from residents and the community. The Center conducts research studies and produces both academic, peer-reviewed research papers, and numerous summaries and data briefs aimed at the broader audience of policy-makers, activists and the general public.

Recent activities and accomplishments:
The Center’s primary accomplishments have been in four domains: (a) Maintaining and enhancing the NEO CANDO community information portal; (b) Solidifying the Center as a key player in research on the foreclosure crisis; (c) Linking the Center’s research on early childhood services to the outcome of school readiness; (d) Contributing to the literature on community development and change. Some highlights include the following:

• The demand for data from NEO CANDO continues to be substantial, averaging 3,000 to 4,000 searches per month, with spikes following new data availability and/or the release of new Center reports.

• The Center’s study entitled Beyond REO documented the large increase in properties being sold by banks after foreclosure at distressed prices (<$10,000). Study findings were presented in various venues, including the Cleveland City Council, the National Reclaiming Vacant Properties Conference, the National Neighborhood Indicators Partnership, the Midwest Economic Association and The Federal Reserve Bank of Cleveland. The study has been widely cited and was used in establishing the need for a countywide land bank and to advocate for funds to assist local governments in dealing with vacant and abandoned houses.

• The Center assisted the City of Cleveland, the City of East Cleveland, the First Suburbs Consortium, Cuyahoga County, and the Cuyahoga County Land Reutilization Corporation with planning and implementation around the use of Neighborhood Stabilization Program funds.
• The Center continues its work on early care and education, notably in its longitudinal study of children in the County’s universal prekindergarten (UPK) pilot, and the Center’s release of an annual report on Child Well-Being in Cuyahoga County, summarizing trends on a range of social indicators that reflect the status of young children.

• Center researchers issued two reports based on studies of neighborhood change in 10 cities as part of the Annie E. Casey Foundation’s Making Connections program. *Family Mobility and Neighborhood Change* addresses the question of why families move and how selective migration affects communities. *Finding Place in Community Initiatives* demonstrates how resident GIS maps can be used to determine neighborhood identity and facilitate community change.

• Three *Briefly Stated* publications were released: (a) Lord knows….but what do we know about the effectiveness of faith-based programming?, (b) Quality matters – assessing the quality of early care settings in Cuyahoga County, and (c) Family homelessness in Cuyahoga County.

---

**The Dr. Semi J. and Ruth W. Begun Center for Violence Prevention Research and Education**

*Governing Director: Mark I. Singer, Ph.D., Leonard W. Mayo Professor in Family and Child Welfare.*

The Begun Center for Violence Prevention, Research and Education is dedicated to the multidisciplinary study of violence that leads to scientifically based violence prevention programs and widely applicable violence prevention policy. Key goals include forming interdisciplinary academic partnerships, promoting community-based strategies for violence prevention, and conducting research/interventions that address the social stressors associated with youth violence. Begun Center activities include research, training, advocacy, and technical assistance.

---

**Recent activities and accomplishments:**

• A grant application was submitted to National Institute of Child Health and Human Development to create *The Greater Cleveland Consortium for Youth Violence Prevention*, an academic-community partnership to address research collaborations and information sharing in the area of youth violence prevention.

• The Center participated in the international program of learning with Vrije University in Amsterdam with five law students enrolled in a course in the Netherlands entitled, “Criminal Justice and Violence Prevention,” led by Begun Center faculty.

• Dr. Michelle Munson’s new research project examining the supportive relationships, mental health service transitions, and illness experiences of 18 to 25 year olds is located at the Center. Subjects in the study have childhood histories that include both multi-sector public service use and a mood disorder diagnosis. Childhood maltreatment is one of the important historic variables being explored.

• Center faculty have provided violence prevention related training, technical assistance, and/or consultation this year to local residential treatment centers for children/adolescents, the Cleveland Metropolitan Housing Authority Police, the Cleveland Public Schools, and numerous other organizations/agencies.

• The Center has also incorporated violence prevention in many of the Mandel School’s courses through guest lectures and curriculum changes (e.g., a required first year course now has a module on violence exposure/prevention).

• Center sponsored colloquia on violence research (about two per year) was established as part of school’s academic series of scholarly presentations and will begin in the 2009 to 2010 academic year.

• Center faculty have continued to publish on the topic of violence exposure in scientific journals and this year two MSASS faculty co-edited a special issue of *Residential Treatment for Children & Youth*, with articles on risk assessment, trauma treatment and assessment of violence exposure.
Adams, Kathryn  
The effects of Caring Resources on Self-Management of Chronic Illness among Older Women  
Co-Principal Investigator  
(Camille Warner, Co-Principal Investigator, Francis Payne Bolton School of Nursing, CWRU)  
McGregor Foundation  
$20,000  
2009 – 2010

Subthreshold Depression among Older Adults in Congregate Housing: Characterization and Screening  
Principal Investigator  
Hartford Foundation  
$100,000  
2007 – 2010

Using Computers to Extend the Effects of Dementia Caregiver Psychoeducation  
Co-Investigator  
(Kathleen Smyth, Principal Investigator, University Center on Memory and Aging, CWRU)  
Alzheimer’s Association  
$240,000  
2007 – 2009

Biegel, David  
The Impact of Supported Employment for Consumers with Co-Occurring Mental & Substance Use Disorders  
Principal Investigator  
Ohio Department of Mental Health  
$164,189  
2005 – 2009

Collins, Cyleste  
Family Homelessness in Cuyahoga County: Needs Assessment & White Paper  
Co-Investigator (Principal Investigator: Claudia Coulton)  
Sisters of Charity Foundation of Cleveland  
$32,876  
2008 – 2009

Coulton, Claudia  
Foreclosure Data Collection and Analysis  
Principal Investigator  
Cuyahoga County Board of Commissioners  
$24,000  
2009 – 2010

Cleveland City Mortgage Database creation - Deutsche Bank  
Principal Investigator  
Cohen Rosenthal & Kramer LLP  
$5,500  
2009 – 2009

New Outcome Measures for New Market Conditions  
Principal Investigator  
Neighborhood Progress, Inc.  
$30,000  
2009 – 2009

Data Collection Analysis and Reporting on OWP Case Closures  
Principal Investigator  
Cuyahoga County Board of Commissioners  
$15,450  
2009 – 2010

Sustaining the Capacity of the Center on Urban Poverty and Community Development  
Project Director  
George Gund Foundation  
$200,000  
2008 – 2010

Sustaining and Expanding the Capacity of the Center on Urban Poverty and Community Development to Advance Human Services, Community Development and the Region  
Co-Project Director (Project Director: Robert Fischer)  
Cleveland Foundation – Community Development  
$153,000  
2008 – 2009

Family Homelessness in Cuyahoga County: Needs Assessment & White Paper  
Principal Investigator (Co-Investigator: Cyleste Collins)  
Sisters of Charity Foundation of Cleveland  
$32,876  
2008 – 2009

Local Policy Research and Advocacy Support - School Readiness and Early Grade Success  
Principal Investigator  
Anne E. Casey Foundation  
$15,000  
2008 – 2008

Making Connections Survey Analysis  
Principal Investigator  
Anne E. Casey Foundation  
$373,236  
2004 – 2010

Crampton, David  
Implementation Analysis and Evaluation of Team Decision-making and the Family to Family Initiative  
Principal Investigator  
Anne E. Casey Foundation  
$166,457  
2006 – 2010

Farkas, Kathleen  
Neighborhood Solutions Inc: Textbook on Reentry  
Principal Investigator  
Neighborhood Solutions, Inc.  
$20,234  
2008 – 2008

CSWE MAC Project  
Project Director  
Council on Social Work Education  
$40,000  
2007 – 2009

Fischer, Robert  
Research on Ministries of Women Religious in Cleveland Region  
Principal Investigator  
Sisters of Charity Foundation of Cleveland  
$30,211  
2009 – 2010

Sustaining and Expanding the Capacity of the Center on Urban Poverty and Community Development to Advance Human Services, Community Development and the Region  
Project Director (Co-Project Director: Claudia Coulton)  
Cleveland Foundation  
$190,000  
2008 – 2009

Cuyahoga County Invest in Children: Ongoing Evaluation 2006-2009  
Co-Investigator (Principal Investigator: Claudia Coulton)  
Neighborhood Progress, Inc.  
$156,500  
2006 – 2010

NPF (Reform Initiative) CanDo Database  
Project Director  
Neighborhood Progress, Inc.  
$15,210  
2006 – 2009

Strategic Investment Initiative Support  
Co-Project Director (Project Director: Sharon Milligan)  
Neighborhood Progress, Inc.  
$115,000  
2006 – 2010

Cuyahoga County Child Care Quality Study  
Principal Investigator  
Cuyahoga County Board of Commissioners  
$245,360  
2006 – 2007

1 Includes all externally funded grants awarded to MSASS faculty that were active in FY 2007-2009.
Invest in Children
Co-Investigator (Principal Investigator: Claudia Coulton)
Cuyahoga County Board of Commissioners
$662,451
2006 – 2007

Floresch, Jerry
The Subjective Experience of Stigma for Adolescents Diagnosed with a Mental Illness and Prescribed Psychiatric Medication
Faculty Mentor (Doctoral Dissertation Fellow: Derrick Kranke)
Eli Lilly Scholarship, Eli Lilly Grant
$18,000
2009 – 2010

Implementing the Ohio Consumer Outcomes Initiative
Faculty Mentor (Doctoral Dissertation Fellow: Janet Hoy)
Ohio Department of Mental Health
$11,144
2007 – 2008

Youth Subjective Experience of Psychotropic Treatment
Principal Investigator
NIH-National Institute of Mental Health (NIMH)
$696,569
2004 – 2009

Gilmore, Grover
Therapeutic Effects of Cataract Removal in Alzheimer’s Disease
Principal Investigator
NIH-National Institute on Aging
$2,314,618
2009 – 2014

Cold Storage - A Discussion of Ethical Issues
Project Director
Mt. Sinai Health Care Foundation
$21,295
2007 – 2010

Scholarships for Students in the Aging Concentration
Project Director
McGregor Fund
$20,000
2007 – 2008

Quantitative Image Quality for Optimization of MRI
Co-Investigator
(David Wilson, Principal Investigator, School of Engineering, CWRU)
NIH-National Institute of Biomedical Imaging and Bioengineering
$1,351,073
2005 – 2010

Visual Interventions to Improve Alzheimer Cognition
Principal Investigator
NIH-National Institute on Aging
$2,122,581
2000 – 2010

Gooza, Victor
Ability-Based Child Welfare Training Fellows
Project Director
National Child Welfare Workforce Institute
$550,000
2009 – 2014

Hokenstad, Merl
Advanced Practice and Leadership in Gerontology Program for Social Workers
Project Director
H.C.S. Foundation
$123,326
2007 – 2009

Program for Innovative Education in Aging
Project Director
McGregor Foundation
$182,139
2005 – 2007

Joseph, Mark
Building Mixed Income Communities: Learning from the Chicago Experience
Principal Investigator
Annie E. Casey Foundation
$105,000
2009 – 2010

Building Mixed Income Communities: Documenting the Experience in Chicago
Principal Investigator
University of Chicago, Illinois
$600,000 ($97,988 contract to Case Western Reserve University)
2006 – 2010

Hope VI Mentoring Demonstration Program
Principal Investigator
Chicago Housing Authority, Chicago, Illinois
$49,478
2006 – 2008

Kola, Lenore
Center for Evidence-Based Practices at Case
Co-Director (Robert Ronis, M.D., Co-Director, Department of Psychiatry, School of Medicine, CWRU)
Ohio Departments of Mental Health and Alcohol and Drug Addiction Services
$3,360,057
2006 – 2009

Ohio Department of Mental Health Co-Morbidity Substance Abuse Residency and Training
Project Director
Ohio Department of Mental Health
$189,262
1999 – 2009

Mahoney, Gerald
A Randomized Control Study of Relationship Focused Intervention
Principal Investigator
NIH – National Institute on Child Health and Development
$431,750
2009 – 2012

Perceived Partner Responsiveness as a Predictor of Marital Quality During the Transition to Parenthood
Faculty Mentor (Doctoral Dissertation Fellow: Lance Peterson)
New York Community Trust
$3,000
2009 – 2010

Preparation of Special Education Related Services and Early Intervention Personnel
Project Director
Department of Education
$1,500,000
2004 – 2009

Development PARTners: Prevention, Assessment, Referral, Transition for Adopted Infants and Toddlers
Principal Investigator
Department of Education
$700,000
2004 – 2009

The Impact of Relationship Focused Intervention on Young Children with Mental Health Concerns and their Families
Principal Investigator
Department of Education
$540,000
2005 – 2008

Meyers, Oren
Improving the Assessment of Juvenile Bipolar Spectrum Disorders
Principal Investigator
University of North Carolina
$518,976
2007 – 2009

Improving the Assessment of Juvenile Bipolar Spectrum Disorders (Minority Supplement)
Principle Investigator
University of North Carolina
$57,800
2007 – 2009

Milligan, Sharon
Enterprise NEO CANDO Training May and June 2007 (w/ Success Stories)
Project Director
Enterprise Foundation
$9,000
2007 – 2009

Travel Support for Stokes Fellows
Project Director
Jewish Community Federation of Cleveland
$25,000
2007 – 2008

Sustaining the Capacity of the Center on Urban Poverty and Community Development to Advance Human Services, Community Development and the Region
Project Director (Co-Project Director: Claudia Coulton)
Cleveland Foundation
$215,000
2007 – 2008

Sustaining the Capacity of the Center on Urban Poverty and Community Development
Project Director (Co-Project Director: Claudia Coulton)
Cleveland Foundation
$240,000
2007 – 2007

NPI (Reform Initiative) CanDo Database
Project Director (Co-Project Director: Robert Fischer)
Neighborhood Progress, Inc.
$156,500
2006 – 2010

Strategic Investment Initiative Support
Project Director (Co-Project Director: Robert Fischer)
Neighborhood Progress, Inc.
$115,000
2006 – 2010

Training in the use of NEO CANDO for Community Development
Project Director
Enterprise Foundation
$300,000
2006 – 2007

Louis Stokes Fellow Program in Community Organization
Project Director
Department of Housing and Urban Development
$447,075
2004 – 2009

Louis Stokes Fellow Program in Community Organization
Project Director
Department of Housing and Urban Development
$300,000
2002 – 2008
Insight & Action: Faculty Research & Training Initiative, Winter 2010

Faculty Research and Training Grants, FY 2007-FY 2009 continued

Sustaining the Capacity of the Center on Urban Poverty and Community Development
Project Director (Co-Project Director: Claudia Coulton)
Gund Foundation
$240,000
2007 – 2007

Minnes, Sonia
Cocaine Exposed Children at Adolescence
Principal Investigator
NIH – National Institute on Drug Abuse
$4,856,935.00
2009 – 2014

Munson, Michelle
Making the Transition: Supportive Relationships, Illness Identity and Service Use among Transitioning System Youth with Histories of Mood Disorders
Principal Investigator
Ohio Department of Mental Health
$78,631
2008 – 2010

Unpacking the Role of Parent Advocates within the Systems of Care Model for Children and Families living with SEDs
Principal Investigator
Woodruff Foundation
$20,000
2007 – 2008

Singer, Mark
Facilitators and Barriers to Treatment of Individuals with Dual Diagnosis
Principal Investigator
NIH-National Institute on Drug Abuse (NIDA)
$1,969,362
2003 – 2008

Pilot Research Projects:
Biegel, David
Families of Women with Co-Occurring Substance Abuse and Mental Disorders: Involvement, Roles and Well-Being
Principal Investigator
$25,290
2003 – 2007
Farkas, Kathleen
Facilitators and Barriers to Substance Abuse and Mental Health Treatment for Dually Diagnosed Women in Jail
Principal Investigator
$27,891
2003 – 2007

Tracy, Elizabeth
Personal Social Networks of Women with Co-Occurring Substance Use and Mental Disorders
Principal Investigator
$22,925
2003 – 2007

Grandmothers, Caregiving, Families, and Transitions
Co-Investigator
(NIH-National Institute of Nursing Research (NINR)
$3,122,801
2001 – 2010

Strom, Gerald
Career Executive Training
Project Director
Cleveland State University, Cleveland, Ohio
$17,340
2007 – 2009

Townsend, Aloen
Cancer, Comorbidities, and Psychosocial Quality of Life of Married Couples
Principal Investigator
National Cancer Institute & National Institute on Aging
$200,000
2005 – 2008

The Impact of Retirement on Trajectories of Physical Health of Married Couples
Faculty Mentor (Doctoral Dissertation Fellow: Angela Curl)
John A. Hartford Foundation and Gerontological Society of America
$40,000
2005 – 2007

Care Network for Formal and Informal Caregivers
Co-Investigator
(Diana Morris, Principal Investigator, School of Nursing, CWRU)
Prentiss Foundation
$1,250,000
2004 – 2010

Tracy, Elizabeth
Role of Personal Social Networks in Post Treatment Functioning
Principal Investigator
NIH – National Institute on Drug Abuse
$1,131,336
2009 – 2012

Fellowship with Adoption Network Cleveland
Adoption Network, Cleveland
Faculty Mentor (Doctoral Dissertation Fellow: Kathleen Allman)
$8,600
2009 – 2009

Fellowship with Cuyahoga County Alcohol and Drug Addiction Services Board
Faculty Mentor (Doctoral Dissertation Fellows: Tom Sherba and Lauren Stevenson)
Cuyahoga County Alcohol and Drug Addiction Services Board
$43,130
2007 – 2010

Strategic Action - Ohio Mental Health Network for School Social Work
Project Director
Miami University, Athens, Ohio
$5,000
2007 – 2009

Effective Practice Partner, Ohio Mental Health Network for School Success
Project Director
Miami University, Athens, Ohio
$38,000
2007 – 2009

Wood, Zoe
Key Issues in Adoption for Mental Health Practitioners
Project Director
Cuyahoga County Board of Commissioners
$22,000
2007 – 2008

MSASS Geriatric Practicum Partnership Programs
Project Director
New York Academy of Medicine
$75,000
2007 – 2008
Adams, Kathryn


Biegel, David


Chupp, Mark

Collins, Cyleste


Coulton, Claudia


**Crampton, David**


Farkas, Kathleen


Fischer, Robert


Floersch, Jerry


Gilmore, Grover


Gingerich, Wallace


Groza, Victor


Milligan, Sharon


Minnes, Sonia


Singer, Mark


Munson, Michelle


**Townsend, Aileen**


**Tracy, Elizabeth**


Innovative research, teaching & service since 1915.

Mandel School of Applied Social Sciences

Offering a Master of Social Science Administration (MSSA) and Ph.D. in Social Welfare.

SOCIAL WORK ADVANTAGE

The world is full of talented people like you who have the passion to solve contemporary social problems. Yet, it takes more than just passion. It takes a unique ability to engage people, to assess information about their problems, to plan and implement change, to evaluate the outcomes, and to inspire new ways of thinking and acting. A master’s degree in social work is the only source of professional training for this important work. Transform your passion into the knowledge and skills that will help individuals, families, groups, organizations, and communities fulfill their needs and achieve their greatest potential.

MANDEL SCHOOL ADVANTAGE

The Mandel School of Applied Social Sciences is consistently ranked among the top graduate schools of social work in the United States. Our master’s and doctoral students study with nationally-recognized faculty and experienced professionals in full-time or part-time programs. Our doctoral program in social welfare develops leaders in social work theory, research, and teaching.

CLEVELAND ADVANTAGE

Case Western Reserve University is located in the progressive University Circle neighborhood of Cleveland, Ohio. University Circle is a unique concentration of museums, libraries, gardens, and cultural, educational, and human service institutions. Northeast Ohio is conveniently located between Chicago, Washington, DC, New York, and Atlanta. It provides all the amenities of urban, suburban, and rural living. It is among the most affordable and livable regions in the United States.

http://msass.case.edu
800.944.2290
msassadmit@case.edu
Cleveland, Ohio

All full-time master’s degree students receive a paid field placement. Other methods of financial support for master’s and doctoral students include grants, fellowships, scholarships, applied research fellowships, and dissertation fellowships.

DEAN OF THE MANDEL SCHOOL
Grover C. Gilmore, Ph.D., Professor of Social Work and Psychology.

ASSOCIATE DEAN FOR RESEARCH & TRAINING
David E. Biegel, Ph.D., Henry L. Zucker Professor of Social Work Practice and Professor of Psychiatry and Sociology.

MANAGER OF RESEARCH & TRAINING
Richard Cole, M.A.

ABOUT THIS PUBLICATION
Insight & Action is published by the Office of Research & Training at the Mandel School of Applied Social Sciences.

We invite all colleagues, students, alumni, friends, community partners, and community advocates to make copies of this publication and share it widely. We welcome your comments and suggestions. A free PDF may be obtained online:

http://msass.case.edu/research/insightandaction2010.pdf

CONTRIBUTORS

Paul M. Kubek, MA, is a writer who specializes in knowledge-translation and research dissemination. He is director of communications at the Mandel School’s Center for Evidence-Based Practices.

Steve Zorc is a photographer based in Cleveland. His photographs appear on the following pages: 3, 5, 7, 9, 11, 13, 14, 15, 16, 18.

David Cravener is a graphic artist based in Sullivan, Ohio.